

# Project 2

## *Act and Dress the Part*

### 1. PROJECT CONNECTION

- ▶ Teaching Components; Project Summary; Instructional Focus; Rigor/Relevance Framework/Project SPS

### 2. WRITING CONNECTION

- ▶ Moving on Up

### 3. MATH CONNECTION

- ▶ Work Your Wardrobe

### 4. STUDENT ENGAGEMENT CONNECTION

- ▶ Dress for Success

### 5. PREREADING CONNECTION

- ▶ Mind Your Manners

### 6. READING CONNECTION

- ▶ Mind Your P's and Q's, and Carrots, too!

### 7. SCIENCE CONNECTION

- ▶ Dining With Dignity

### 8. CROSSWALKS

- ▶ Outcomes/SPS and FCAT/Essential Work Skills

## PROJECT CONNECTION

<b>Title:</b>	Dress and Act the Part
<b>Program Area:</b>	Marketing Education
<b>Course Title:</b>	Financial Computing – 8815150
<b>Timeline for Use:</b>	2nd semester - 3rd grading period
<b>Grade Level:</b>	9th or 10th
<b>Duration of Project:</b>	10-12 hours
<b>Submitted By:</b>	Jean Harms & Leesa Holloway

### Lesson Summary

Students will learn proper business wardrobe planning and business etiquette skills.

### Instructional Focus

<b>Lesson Topic:</b>	Business etiquette
<b>Language Arts Strands:</b>	Reading; Writing; Listening, Viewing and Speaking
<b>Math Strands:</b>	Number Sense, Concepts and Operations
<b>Science Strands:</b>	Processes of Life

### Rigor/Relevance Framework

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Y**

Evaluation	6
Synthesis	5
Analysis	4
Application	3
Comprehension	2
Awareness	1

<div>C</div> <div>Assimilation</div>		<div>D</div> <div><b>Adaptation</b></div>		
<div>A</div> <div>Acquisition</div>		<div>B</div> <div>Application</div>		
1	2	3	4	5

Knowledge  
in one  
discipline

Apply in  
discipline

Apply  
across  
disciplines

Apply to  
real world  
predictable  
situations

Apply to  
real world  
unpredictable  
situations

**Project Two Student Performance Standards****Outcome # 02.0 DEMONSTRATE EFFECTIVE CUSTOMER SERVICE SKILLS-THE STUDENT WILL BE ABLE TO:**

**Performance Task# 02.01** Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.

**Performance Task# 02.02** Identify and evaluate customer needs.

**Performance Task# 02.03** Respond to client inquiries in a timely matter.

**Performance Task# 02.04** Access and maintain client records.

**Outcome # 04.0 DEMONSTRATE PROFICIENCY IN USING MICROCOMPUTER AND ELECTRONIC SKILLS TO PERFORM JOB FUNCTIONS—THE STUDENT WILL BE ABLE TO:**

**Performance Task# 04.02** Utilize computer technology to access, analyze and interpret business information.

**Total SPS Addressed:**

**5**

**Bibliography**

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## WRITING CONNECTION

<b>Title:</b>	Moving On Up
<b>Performance Tasks:</b>	02.01; 02.02; 02.03
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 2.4.4
<b>Essential Skills (e, m, and s):</b>	e03
<b>Rigor and Relevance (quadrant):</b>	B – Application
<b>Instructions to Teacher:</b> Students are to write a résumé and cover letter for the career they researched in Project 1, “Take ‘Stock’ in Your Future.” Please review categories and proper business letter formatting with your students. Instruct them to use your name and school address when writing the letter.	
<b>Instructions to Students:</b> Suppose you have the opportunity to apply for the career that you researched from Project 1. Create a résumé and cover letter to enter your name for consideration. Please address the cover letter to your teacher.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Students are to proofread and correct résumé and cover letter and make sure it is mailable.	
<b>Approximate Length of Time for Activity:</b> 1-2 hours	
<b>Materials Needed:</b>	
<b>Resources Needed:</b> Computer lab, résumé and cover letter resource materials (i.e. textbooks, MS Word wizards or Internet sites)	
<b>Activity:</b> Students will write a résumé and cover letter for the career they researched in Project 1, “Take ‘Stock’ in Your Future.”	
<b>Attachments:</b> Careers Related to Finance	

## Careers Related to Finance

1. Accountant
2. Actuary
3. Asset Manager
4. Auditor
5. Budget Analyst
6. Business Operations Specialist
7. Commercial Banking
8. Corporate Finance
9. Finance Manager
10. Financial Analyst
11. Financial Planner
12. Financial Reporting Specialist
13. Insurance Systems
14. Insurance Technology
15. Insurance Underwriter
16. Loan Counselor
17. Loan Officer
18. Real Estate Broker
19. Risk Analyst
20. Stock Analyst
21. Stock Broker
22. Stock/Commodities Trader
23. Chief Financial Officer
24. Portfolio Manager
25. Banking Officer
26. Venture Capitalist

## MATH CONNECTION

<b>Title:</b>	Work your Wardrobe
<b>Performance Tasks:</b>	02.03
<b>Sunshine State Standards (LA, MA, and SC):</b>	MA.A 3.4.3; LA.A 2.4.4
<b>Essential Skills (e, m, and s):</b>	m01; e03
<b>Rigor and Relevance (quadrant):</b>	C – Assimilation
<b>Instructions to the Teacher:</b> Students will be expected to prepare a wardrobe for their financial business career. They will complete the Business Wardrobe Shopping Worksheet and a spreadsheet application.	
<b>Instructions to Students:</b> Congratulations, you have been selected to begin work in the career field for which you applied. You must now prepare to enter the world of work with the appropriate business attire. Refer to the Business Wardrobe Shopping Worksheet attachment for detailed instructions.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Completed worksheet and spreadsheet. Using graphing function on the spreadsheet software, create a pie chart showing your budget breakdown. Identify the area that is the lowest percentage spent and the highest area.	
<b>Approximate Length of Time for Activity:</b> 3 hours	
<b>Materials Needed:</b> Clothing catalogs, fashion magazines	
<b>Resources Needed:</b> Computer Lab, Internet sites, “Careers Related to Finance” handout from the Writing Connection	
<b>Activity:</b> Students will shop for a business wardrobe for their financial business career using catalogs, magazines, and the Internet. They will complete the Business Wardrobe Shopping Worksheet and a spreadsheet application.	
<b>Attachments:</b> Business Wardrobe Shopping Worksheet	

## Business Wardrobe Shopping Worksheet

- You are to shop for a business wardrobe using catalogs, magazines, and the Internet for the following items:
  - 3 suits
  - 1 pair slacks/skirt
  - 2 dress shirts
  - Shoes
  - Accessories
- Comparison shop from two different sources and record findings in the chart below.
- Women have \$500 to spend – a minimum of \$450 must be spent.
- Men have \$650 to spend – a minimum of \$600 must be spent.
- Prepare an itemized list using spreadsheet software to list your final wardrobe selections. Be sure to give total of expenditures.
- Create a pie chart illustrating the breakdown on wardrobe categories.

	Price Comparison #1	Price Comparison #1
Suit		
<i>List Source</i>		
Suit		
<i>List Source</i>		
Suit		
<i>List Source</i>		
Slacks/Skirt		
<i>List Source</i>		
Dress Shirt		
<i>List Source</i>		
Dress Shirt		
<i>List Source</i>		
Shoes		
<i>List Source</i>		
Belt/Purse		
<i>List Source</i>		
Ties/Jewelry		
<i>List Source</i>		
Socks/Hosiery		
<i>List Source</i>		



## STUDENT ENGAGEMENT CONNECTION

<b>Title:</b>	Dress for Success
<b>Performance Tasks:</b>	02.02; 02.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 2.4.4; LA.A 1.4.3
<b>Essential Skills (e, m, and s):</b>	e03; e30
<b>Rigor and Relevance (quadrant):</b>	D – Adaptation
<b>Instructions to Teacher:</b> Instruct students to make a final selection of each category from their Business Wardrobe Shopping Worksheet (Math Connection). With their wardrobe selections, create a display (poster board, portfolio, PowerPoint) to present to their classmates. Displays must include price sheet with an itemized list and the total amount of money they have spent.	
<b>Instructions to Students:</b> Using your wardrobe selections from your worksheet, create a display to present to your classmates. Displays may include pictures of clothing from magazines, Internet sites, catalogs, etc. Displays must include price sheet with an itemized list and the total amount of money you spent.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring	
<b>Assessment for Activity:</b> Rubric – Making a Poster: Dress for Success	
<b>Approximate Length of Time for Activity:</b> 3-5 hours	
<b>Materials Needed:</b> Poster boards, magazines, catalogs, markers, glue, scissors, construction paper	
<b>Resources Needed:</b> Internet access, PowerPoint software	
<b>Activity:</b> Students will make final selections from their Business Wardrobe Shopping Worksheet and create a display to present to their classmates including pictures of clothing, an itemized price list, and the total amount of money spent.	
<b>Attachments:</b> Rubric – Making a Poster: Dress for Success	

## RUBRIC – Making a Poster: Dress for Success

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Content - Accuracy</b>	At least 7 accurate costs or facts are displayed on the poster.	5-6 accurate costs or facts are displayed on the poster.	3-4 accurate costs or facts are displayed on the poster.	Less than 3 accurate costs or facts are displayed on the poster.
<b>Graphics - Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

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## PREREAD CONNECTION

<b>Title:</b>	Mind Your Manners
<b>Performance Tasks:</b>	02.04; 04.02
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 1.4.3; LA.A 2.4.1; LA.A 2.4.8
<b>Essential Skills (e, m, and s):</b>	e09; e15; e03
<b>Rigor and Relevance (quadrant):</b>	B – Application
<b>Instructions to Teacher:</b> Distribute copies of the Business Etiquette Cloze Activity handouts. Give the class 5-10 minutes to complete the handout using their best guess. When testing is complete, a springboard discussion is recommended. Suggested topics might include: “How important is proper etiquette to business success?” “Do you know how to use the silverware at your table setting?”	
<b>Instructions to Students:</b> Complete the Business Etiquette Cloze Activity handout and follow teacher directed discussion.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Answer Key	
<b>Approximate Length of Time for Activity:</b> 1 hour	
<b>Materials Needed:</b> Pens/pencils	
<b>Resources Needed:</b>	
<b>Activity:</b> Students will complete a cloze activity about etiquette and participate in a class discussion.	
<b>Attachments:</b> Business Etiquette Cloze Activity handout, Answer Key	

## Business Etiquette Cloze Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Read each statement carefully and fill in the blanks with words that you think will fit. Make your best guess if you are unsure; you will have the chance to revisit your answers after the reading activity.

### Powerful First Impressions

1. Be \_\_\_\_\_, be \_\_\_\_\_ and people will respond positively.

### Business Greetings and Introductions

1. Always offer a complete and \_\_\_\_\_ handshake.
2. Greet people with \_\_\_\_\_, \_\_\_\_\_, and use \_\_\_\_\_.
3. When making introductions, mention the \_\_\_\_\_ important person first.

### Professional Dress for Women

1. Carry \_\_\_\_\_ items in your purse to avoid a mess.
2. Use the \_\_\_\_\_ of \_\_\_\_\_ to determine if you are wearing too many accessories.
3. If you must touch up your make up, do it in the \_\_\_\_\_.

### Professional Dress for Men

1. You should always \_\_\_\_\_ your jacket when you stand or walk.
2. The tip of your tie should touch \_\_\_\_\_.
3. If you have a mustache or beard, they should be \_\_\_\_\_ and \_\_\_\_\_ at all times.

## The Art of Making Conversation

1. A good conversationalist is \_\_\_\_\_ and cares about \_\_\_\_\_.
2. It is impolite to correct another's \_\_\_\_\_ or \_\_\_\_\_ in public.
3. One's health, politics and rumors are considered to be \_\_\_\_\_ topics of conversation.

## Business Dining Skills

1. If you must leave during a meal, leave your napkin on the \_\_\_\_\_ unless you are finished eating.
2. When passing anything around the table, move from \_\_\_\_\_ to \_\_\_\_\_.
3. Avoid insulting the chef by \_\_\_\_\_ your food before \_\_\_\_\_ it.
4. You may begin to eat \_\_\_\_\_ your host.
5. If you receive a telephone call during the meal, you should take it (circle one) at/away from the table.

## Answer Key

### Business Etiquette Cloze Activity

#### Powerful First Impressions

1. Be **vibrant**, be **confident** and people will respond positively.

#### Business Greetings and Introductions

1. Always offer a complete and **firm** handshake.
2. Greet people with **a firm handshake**, **eye contact**, and use **his or her name**.
3. When making introductions, mention the **most** important person first.

#### Professional Dress for Women

1. Carry **only necessary** items in your purse to avoid a mess.
2. Use the **rule** of **thirteen** to determine if you are wearing too many accessories.
3. If you must touch up your make up, do it in the **bathroom**.

#### Professional Dress for Men

1. You should always **button** your jacket when you stand or walk.
2. The tip of your tie should touch **the top of your belt**.
3. If you have a mustache or beard, they should be **trimmed** and **clean** at all times.

#### The Art of Making Conversation

1. A good conversationalist is **polite** and cares about **other people**.
2. It is impolite to correct another's **grammar** or **pronunciation** in public.
3. One's health, politics and rumors are considered **inappropriate** topics of conversation.

#### Business Dining Skills

1. If you must leave during a meal, leave your napkin on the **chair** unless you are finished eating.
2. When passing anything around the table, move from **left** to **right**. (**like reading a book**)
3. Avoid insulting the chef by **tasting** your food before **adding salt/ seasoning** to it.
4. You may begin to eat **after** your host.
5. If you receive a telephone call during the meal, you should take it (circle one) **at/away** from the table.

## READING CONNECTION

<b>Title:</b>	Mind Your P's, and Q's, and Carrots, Too!
<b>Performance Tasks:</b>	02.02; 02.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 2.4.4
<b>Essential Skills (e, m, and s):</b>	e03; e35
<b>Rigor and Relevance (quadrant):</b>	C – Assimilation
<b>Instructions to Teacher:</b> Distribute copies of “Business Etiquette” to each student. Instruct them to use the “X Marks the Spot” notation method while reading. Once students have completed the reading, they should revisit their cloze activities and review their answers, correcting ones that they missed the first time around.	
<b>Instructions to Students:</b> Read the article and mark it with symbols according to teacher directions. Look over your cloze activity to check and correct answers.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Marked articles, participation	
<b>Approximate Length of Time for Activity:</b> 15-20 minutes	
<b>Materials Needed:</b> Pens, pencils, highlighters	
<b>Resources Needed:</b>	
<b>Activity:</b> Students will read and annotate an article about business etiquette, and then they will revise their cloze activity answers.	
<b>Attachments:</b> Instructions for During Reading Strategy: Insert Strategy or X Marks the Spot, “Business Etiquette” article	

**During Reading Strategy:**  
**Insert Strategy or X Marks the Spot**  
(Vaughn and Estes, 1986)

**Purpose of Strategy:**

It promotes active reading by giving the student a concrete symbol to represent his/her thinking.

**How to Introduce the Strategy:**

1. *Teacher models the procedure for students to follow while doing independent reading.*
2. *Students practice the procedure during guided practice.*
3. *Students practice the procedure with a partner.*
4. *After each introductory stage, the class discusses the various items that were marked.*
5. *Use the attached coding systems to help. Choose one to three symbols.*



## Insert Strategy Symbols

- ✓ I Agree
- I Disagree
- + New Information
- ? I wonder
- \* Important
- ?? I Don't Understand
- = An Answer to a Question
- # Supporting Example
- ! Wow

## X Marks the Spot Symbols

Adapted from: Stephens and Brown (2000). *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas*. Norwood, MA: Christopher Gordon.

- X Main Idea or Important Event
- ? A Confusing Part
- ! Something New or Surprising
- ★ Some Part that Evokes an Emotional Response
- = A Connection to Your Life/Another Text/World

## Business Etiquette

### Powerful First Impression

- Make your first 10 words count: "Thank you for taking the time to meet with me", "It's a pleasure to finally meet you Mr. X."
- Tune into others: Making eye contact, always wear a smile
- Your expressions demonstrate the confidence you have in yourself
- Be vibrant, be confident and people will respond positively
- Walk with a purpose
- Put some bounce into your step.
- Move with vigor and vitality
- Most of us enjoy being around high-energy people
- Be Impeccably Groomed
- Keep your hair neat and in a fashion that flatters the shape of your face
- Wear jewelry appropriately to the event and situation
- Shoes should be well maintained
- MEN: Use the one finger test when buying shirts. Make sure a shirt fits properly by placing your index finger between the collar and your neck. If there is enough room to slip your finger comfortable into the space, you are not only assured of an excellent fit, you would also feel less compelled to unbutton the top button
- MEN: Wear socks that cover your calves when seated.
- WOMEN: should be aware of poor impression made by hosiery with runners. Always keep an extra pair of stockings with you when going to an important event

### Business Greetings and Introductions

- Stand Up
- Make eye contact
- Smile
- Say your name
- Shake hands
- MEN:
  - Don't wait for a woman to initiate a handshake
  - Always offer a woman your full hand in a handshake. Forget the business of shaking fingers.
  - Avoid my hand over your hand handshake as this could be interpreted as a subtle form of one-upmanship
- WOMEN
  - Always offer a complete and firm handshake
  - Shake hands with customers and clients, even when you meet them outside the work place
  - Avoid wearing an oversized ring on the right hand it can hinder others from giving you a firm handshake
  - Never stay behind the desk when meeting or greeting someone. When shaking hands, the only thing that should be between the two of you is space
  - Shake hands at both the beginning and at the end of a meeting

## Interviews

### Resumes

- A well constructed and designed resume plus an effective cover letter is important. You will be selling yourself, your qualifications and experiences.
- Like the 15 second 1st impression, your goal is to create material that will encourage the reader to finish all of your information on the resume
- Learn as much as possible about the position you are applying for, the company's missions and goals
- Summary group at the beginning of a resume will attract the readers interest
- The layout of your resume is very important; it needs to be professional in appearance with correct grammar and spelling. Use "bolding" and "italics" sparingly. Visual readability is enhanced through neat margins, adequate white space, and indenting to highlight text.
- Resume length should only be one page unless you have 10+ years of experience.
- A sparkling GPA and list of extracurricular achievements will usually earn you a shot at an interview
- When the economy is sluggish and companies are hiring a fewer new employees you need to know how to make a positive first impression. Knowing the basic rules of interviewing etiquette will help you. Your ability to display proper social skills is critical.

### The Interview

- Be prepared. Know your resume and be prepared to talk about every piece of it.
- Arrive 10 – 15 minutes early
- If possible find out where it is before hand
- Sit up straight and lean forward slightly to indicate interest
- Be comfortable with pauses. You'll have a definite advantage if you know how to use pauses wisely.
- Don't be afraid to use your humorous side when appropriate
- Speak clearly and loudly enough to be heard
- Greet the interviewer with a firm handshake, eye contact and a smile and use his/her name.
- Carry your briefcase or purse on your left hand.
- Be seated after you've been asked to sit in an indicated chair.
- Avoid starting the small talks
- Don't be afraid to ask the interviewer to repeat the question if you don't understand it.
- Never use first names unless you have a friendly and long standing relationship with the interviewer or he/she asks you to be addressed by the first name
- When interview is over thank interviewer for the time and make a positive statement about the process
- Rise when the interviewer does
- Extend your hand and call the person by name
- It is appropriate to ask when to call or when will a decision be reached
- A brief "handwritten" note should be sent following the interview

### Introductions

- Basic Rule: Mention the most important person first (based on rank, not on gender)  
"Mr./Ms Greater authority, may I present Mr./Ms Lesser Authority"  
However there is an exception to this rule your client outranks higher authority in your company, in this case you mention your client first.
- For a proper introduction, say "May I introduce to you...." and not "May I introduce you to...."  
"Juan Rodriguez, I would like to introduce Maria Lopez, our CEO"

- When introducing people of equal rank, you might want to give preference to older people but it certainly isn't necessary.
- Introduce a man to a woman of equal rank
- Names are not enough  
Supplying a nugget of information along with the name and title can serve as a conversation starter and make both parties more comfortable. Ex. "Julio is the auditor looking into the Enron matter..." or "Margarita is a lawyer with the Goya Corporation..."

### **Introducing yourself**

- Sometimes good manners require us to introduce ourselves
  - When you find yourself among persons you don't know at a business or social gathering
  - When the person who was expected to make the introduction fails to do so or overlooks you
  - When you are seated next to someone at a meal
  - When it becomes obvious that someone you have met previously is having trouble placing you say something like this: "hello, I'm Rafael Diaz. We met last spring at the web page workshop in Fresno"
- Remembering and Forgetting Names
  - When you meet a person for the first time listen with intention of recording the name into your personal mental computer
  - Repeat the name aloud during the introduction. Use it again in the next couple of sentences
  - If the name is difficult to understand, ask that it be repeated. If it is an unusual name ask the origin; comment in what a pretty or strong name it is
  - If the name sounds hard to spell, ask for the correct spelling
  - Mentally link the name to an object that will remind you of the name you want to remember
  - When forgetting a name, graciously ask for it with a smile and say something like "please tell me your name. I seem to have a mental vapor lock."
  - If you remember anything about the person, this is a mitigating circumstance and should be used like "I remember your interesting remarks at the software seminar"

### **Her Professional Image**

#### **SUITS**

- You can't go wrong with high quality suits in Navy, Gray, Taupe, and Black tones.
- Bright Colors have a different function. They add fashion and flare
- Skirts length – should not be shorter than slightly above the knee and fall no lower than just below mid calf.
- Although mini-skirts might be in fashion they have no place in a professional environment
- FABRICS
  - Fabric that test well include 100% wool, wool blends, and silks
  - Linen suits are not recommended because they wrinkle easily and don't look crisp at the end of the day.

#### **BLOUSES**

- As with suits solid colors are the wisest wardrobe investment for blouses. While most blouse colors test well, choose colors that benefit the particular suit you are wearing. Ex: When wearing a light color suit, add an authorities look with a dark or bright color blouse.
- Always select blouses of high quality, colors and styles that are complimentary to you.

#### **HOSIERY**

- Image consultants have found that woman who wear hosiery in their own skin tone portray a more conservative image than those who wear darker or color stockings.
- Don't forget to carry an extra pair of stockings with you at all times in case you get a run.

#### **SHOES**

- Heels should measure 2 – 3" in height

- Invest in leather rather than synthetic materials; you will convey a more distinguished image
- Recommended colors: navy, black, cordovan, and taupe

### **HANDBAGS, BRIEFCASES, AND PORTAFOLIOS**

- It's always advisable to invest in leather accessories. Choose classic rather than trendy items
- As with shoes, follow the same recommended colors
- It is appropriate to carry both a purse and a briefcase as long as a purse is a shoulder bag that is compact in appearance.
- You should only carry necessary items (wallet, hairbrush, basic cosmetics, etc). You don't want to accidentally drop open your purse and your life history could be revealed.

### **JEWELRY**

- Choose jewelry that enhances your wardrobe for example, when wearing a suit or a dress with pearlized buttons, wear pearl earrings. Or when wearing a gold tone necklace with a black suit, wear gold earrings with a black stone.
- Earrings: Don't let dangling earrings drag you down the corporate ladder. Chandeliers are great in dining rooms and in social events, but they definitely don't belong in an office setting. As with other pieces of jewelry your safest bet is to choose those pieces that are simple yet elegant.
- Watches: Besides being functional the watch you wear is a valuable accessory item that is why it's wise to invest in a classic style that blends well with both your business and after hour's attire.  
-Image consultants have found that the metallic style with black lizard or gold tone band tests best.

### **THE RULE OF THIRTEEN**

-How much jewelry is too much? The rule of 13 simplifies this mystery. After you dress in the morning, do a quick count of your accessories. Include the ornate buttons on your suit, dress, or blouse, the buckles on your shoes, your eyeglasses, scarf, and jewelry.  
-If the count is less than 13, you are probably well balanced in appearance. If you tally more than 13, play it safe and remove the unnecessary pieces.

### **MAKEUP**

- Makeup enhances a woman skin tones and colors. The goal is to wear make up without looking overly made up. Consult a professional cosmetologist for help in selecting colors that look good on you.
- Lipstick should be blotted before a businesswoman goes out to eat. Lipstick prints in cups and glasses are unsightly and the lipstick alters the taste on the beverage.
- Do not touch up your makeup in a business setting...go to the restrooms.
- Fingernails: Are best worn slightly longer than her fingertips and colored with clear polish. A French manicure is very appropriate.
- The professional woman who wears nail color should have beautifully manicured nails and should check them daily for chips. She must also pay close attention not to mar her business cards with her nail color.

### **HAIR**

- Since your hair is often your most noticed feature, invest in a hairstyle that is complimentary to your facial structure. Hair that is shoulder length or shorter or at least appears that way gives you the most professional appearance. So if you enjoy having hairs shoulder length or longer, pull it up or back in a style that gives you a chic look.
- Hair color should appear natural. Beware of dark roots. Upkeep is the secret.

## **His Professional Image**

## **SUITS**

- Most companies with rigid cultures encourage male employees to wear single breasted as supposed to double breasted suits.
- No matter which style a man chooses certain buttons should be fastened when walking or standing. In the case of single-breasted jacket the top of the 2 button or the middle of 3 should be fastened. With the double breast every button should be fastened.
- Fabrics: 100% wool blends is a good choice for men's suits. When purchasing a suit the scrunch test is a must (wrinkle-free).

## **SHIRTS**

- Long sleeve shirts for business with suits
- White shirts portray the most formal look specially when accompanied by stays
- Blue shirts give more casual appearance
- Although many men don't wear undershirt, they should. The reasons are three-fold: 1. Keeps a dress shirt from feeling itchy against the skin. 2. Preserves the shirt from perspiration. 3. Gives added body to a dress shirt.

## **TIES**

- When it comes to ties width is what counts.
- Ties should be between 2 ¾ and 3 ½ inches wide
- The tip of the tie should touch the top of a man's belt buckle

## **BELT & SHOES**

- When selecting belts and shoes think of black and leather as fashion-wise investments
- While loafers are acceptable with suits, wing tips portray a more conservative look.
- Generally, men should always wear a belt with a suit. It should be 1 ¼ to 1-½ inches wide and should be the same color as your shoes.
- You should always have your shoes shined and worn-down hills should be replaced, and bottoms should be half soled when they are beginning to wear thin.

## **ACCESSORIES**

- Pens: a high quality writing instrument contributes to a polished image
- A worthwhile investment is a elegant dress watch. Stay away from bulky sports watches, digital watches, and watches with cheap metal bands
- Chains/necklaces, bracelets, earrings, and pinky rings should be left at home. Wedding bands and/or signet rings are the only jewelry allowed for a man to wear in the business environment.
- Wallets and briefcases should be thin.

## **HAIR**

- Hairstyles and lengths for businessmen vary over the years. Sideburns come and go in popularity. Most companies have specific guidelines to follow regarding the accepted length of men's hair around the collar.
- Male executives are usually expected to wear their hair above the neck of the shirt or suit collar.
- A businessman with long hair slicked back in a ponytail is often more acceptable in the arts and entertainment industries.

## **FACIAL HAIR**

- It's usually discouraged in the corporate sector, but when beards and mustaches are worn, they should be clipped and neat at all times.
- Attention should also be directed to the trimming of nose and ear hairs.

## **HIS and HER Professional Image**

## **PERFUME**

- If someone is an arm's length away and comments on your perfume, you're probably wearing too much. Perfume should always be worn to make you and those you allow to stand closer than an arm's length away feel extra special.

## **GLASSES**

- If you wear glasses, they should be both functional and complimentary, enhancing your facial features.
- It is advisable especially for women, to have more than one set of frames. Something business like for working hours, and something a little more casual for after hours gatherings.
- Regardless of style, be sure to purchase clear vs. tinted glass lenses for your use in the office since eye contact is of the utmost importance when communicating with others.

## **BUSINESS CASUAL**

- Business clothes toned down. I.e. no tie, no jacket.
- For Women, no jacket, but no tights or tee shirts

# **Communicating Effectively**

## **THE ART OF MAKING CONVERSATION**

- A good conversationalist is polite and cares about other people.
- He/she is well informed and could talk on a variety of subjects.
- He can move the conversation through topics to suit the person or group participating in the conversation.
- He includes other and does not monopolize the conversation.
- He knows the value of eye contact and uses it consistently as he gives you quality attention.
- He doesn't interrupt, nor does he correct another's grammar or pronunciation in public.
- He knows how to accept and pay compliments gracefully.
- A skilled conversationalist understands that certain subjects are best avoided in casual conversation with people one doesn't know well.
  - Her health or that of other people
- Controversial issues that could result in emotional differences of opinion, politics, religion
- Stories in questionable taste.
- Gossip that is harmful to people, personally or professionally
  - Personal misfortunes
  - A person's age and income

## **WORKING A ROOM**

- The art of small talk is regarded as an important business skill
- Small talk should intrigue, delight, amuse, and fill up time pleasantly
- It's purpose is to put people at ease, not to teach, preach, or impress
- People who appear at ease in conversation attract others to them like a magnet
- Utilizing the "big 5 Ws" will make small talk easy: Who, What, When, Where, Why. They are the openings to sentences that will get you into a casual conversation with ease. "How" is another sentence opener: "How long have you been participating in SHPE?", "Where do you go to school and what is your major?"
- Be sure to ask questions that are open ended, not questions that can be answered with just a "yes" or "no"
- The questions should be relevant to the function you are attending
- **THE ART OF LISTENING**
  - The benefits of listening are:

- You acknowledge others and often increase their self-esteem
- You acknowledge yourself and learn a considerable amount about how you think and feel when you listen to yourself
- You create a space for the release of tension and stress through the constructive sharing of thoughts and ideas
- You earn respect and loyalty from those who work with you
- You increase your ability to negotiate
- Communicate that you are listening through gestures, facial expressions, eye contact, and body language

## **Communicating Effectively**

### **THE ART OF CORRESPONDENCE**

- Correct correspondence etiquette is part of your professional image which becomes a visual extension of yourself
- Your stationary should be congruent with your business correspondence needs and should include official business stationary, informal business stationary, and informal note cards
- **EFFECTIVE BUSINESS LETTER WRITING TIPS**
  - Have a strong sense of purpose about a letter before writing it
  - Limit the letter to one page
  - Get to the point early
  - Emphasize the reader's perspective.... "What's in it for me?"
  - Avoid beginning a paragraph with: "I", "We", "My", or "Our"
  - Limit your sentences to 20 words or less
  - Use active verbs
  - Keep your words to a maximum of 3 syllables
  - Never write in anger
  - Be creative to make your letter stand out from others
  - End with an action step that suggests the reader's next move or yours

## **Business Dining Skills**

### **ARRIVING AT THE RESTAURANT**

- When meeting someone at the restaurant wait in the lobby unless otherwise requested
- The host should arrive at least 15 minutes early.
- The host should check the table and request the change if the location is not satisfactory
- It is proper to wait for your guests at the door
- If coats need to be checked the host should pay the coat fee and appropriate tip. If the wearer of the coat will prefer to take the coat to the table, help your guest remove the coat if it seems appropriate
- When the maitre d' leads you and your guests into the dining room; your guests should proceed you in following the maitre d'. You lead the way if you are sitting yourself and your guests
- If you are expecting more than one guest, it is all right to be seated with the first guest, after waiting for 10 minutes
- Leave the table setting as is until all late guests have arrived
- Always offer your guest the preferred seat
- It is still considered polite for a gentleman to assist a woman with her chair unless she makes an obvious move to sit herself. He does not have to rise each time she leaves or returns to the table during a business meal
- Enter your chair from the left side and exit from the right



## AFTER BEING SEATED

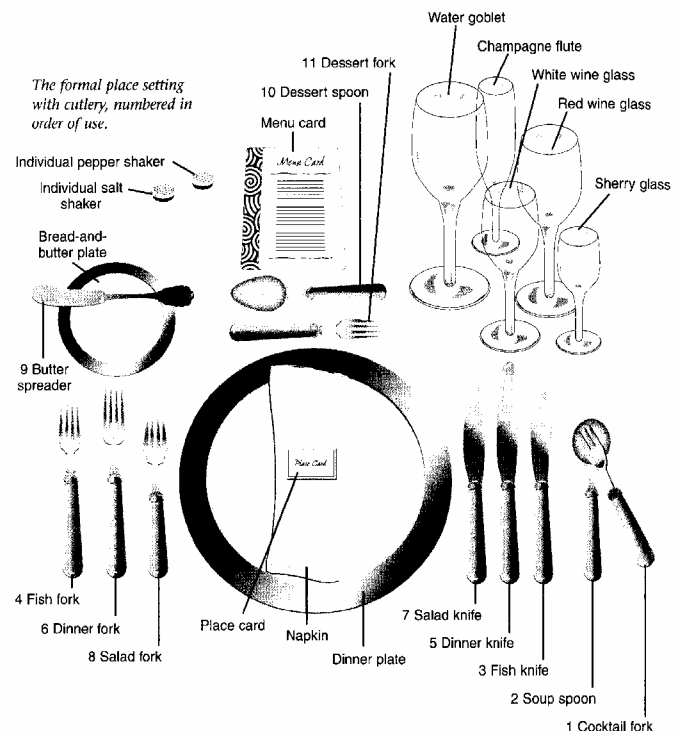
- Pick up your napkin as soon as everyone is seated. If the napkin is not on the center, it should be the one on your left.
- Place the napkin unfolded across your lap
- The napkin stays in your lap throughout the meal. If you must excuse yourself from the table during the meal, leave your napkin in the chair rather than on the left side of your plate
- The napkin stays on your lap during and after dinner speech
- The napkin is finally placed on the table on the left side, when everyone is ready to depart the table. Do not refold the napkin or ball it up

## THE ORDERING PROCESS

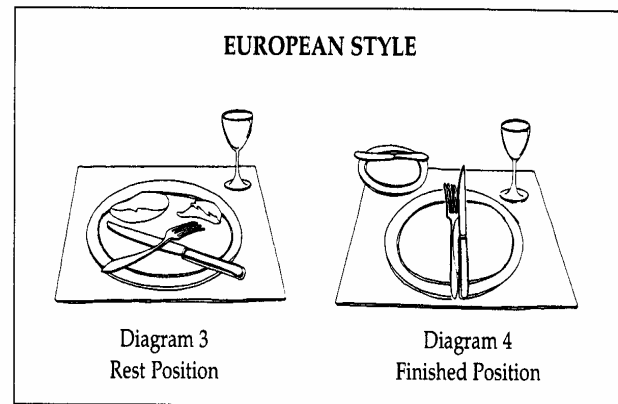
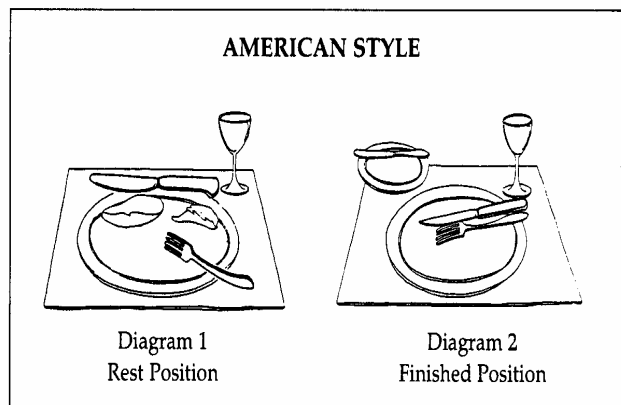
- A waiter would offer to take orders for drinks. Offer the guest the opportunity to order first, if he or she orders a drink, it is good manners for the host to do the same. An exception to ordering drinks for the guest would be when at a business lunch or interviewing dinner.
- When passing anything around the table, move left to right, just as in reading a book.
- Determine the appropriate price range by asking your host, "What do you recommend?" Do not just order the most or least expensive dish on the menu.
- The host should tell the server that he wants his guests to order first. This lets the server know whom to serve last and who will be paying the check.
- When you need service, quietly signal the waiter with your hand
- Treat your server with professional consideration. A generous tip of 15 – 20% is a small price to pay when you receive excellent service.
- Order only the basic (salad, main course, and beverage). If your host suggests an appetizer or desert, be guided accordingly.

## THE TABLE SETTING

- Your liquids which include water, coffee, wine, or ice tea are on the right
- Your salad is on your left above the forks
- Your bread and butter plate is above the salad plate
- The fork may be nested in the soup spoon
- Desert, fork, and spoon may be placed above the dinner plate
- Begin eating with the cutlery farthest away from the plate



## THE CORRECT USE OF CUTLERY



- Cellophane cracker wrappers and sugar packet wrappers may be folded and placed under the bread and butter plate to keep your area neat
- Pass bread, butter, and condiments to your right
- Taste your food before salting it, to avoid insulting the chef
- Pass salt and pepper shakers together
- When eating soup, the spoon is filled by moving it away from you, not towards you. The spoon exits the bowl away from you at the back edge. It is proper to tip the bowl away from you to get the last bit of soup in your spoon
- When cutting meat, the knife and fork are held in identical hand positions. The handle of each utensil is placed in the palm of each hand with the index finger on the top of the handle. It is not correct to grab the fork and wrap your fingers around the handle.
- Cut only one or two pieces of meat at a time
- Bread is to be eaten in bit size pieces and buttered as you eat. Keep the bread on the bread plate instead of putting it on your dinner plate
- Pass the butter with the butter knife on the dish
- Knife and fork handles should not hang off the plate (like boat oars in the water) when not being used. Keep the entire fork or knife on the plate.
- "The resting position" is made by placing the knife but beneath the fork to form an X. The blade faces the dinner. The fork on top with the tines facing down. This signals the waiter that you are not ready to have your plate remove.
- When you are finished with your meal, place the knife and fork parallel to each other on your plate. The handle ends should be at 4 o'clock with the knife tip and fork tines pointing at 10 o'clock
- Toast should be made towards the end of a festive meal. It is an honor to be toasted. The person being honored with the toast never drinks to himself/herself. Simply acknowledges the honor with a smile and nod of your head towards the person presenting the toast.
- "Clinking" glasses is no longer necessary to a toast. It was done long ago to ensure that no poison or drug was in anyone of the glasses. The clinking was done with enough vigor to cause drops of liquid to spill over into everyone's glasses

## DO's and DON'TS

### DO:

- Sit a woman on her escorts right
- Be a good conversationalist during a meal
- Sit up straight in your chair
- When at a small dinner party wait for the hostess to begin

- When at a large setting with several tables, wait everyone at your table has been served before you begin
- Raise your fork up to your mouth by lifting your arm. Do not lower your face to the table to reach the fork in a hand that is resting on the table
- Chew your food with your mouth closed
- Use your napkin to remove food oils from your lips before drinking your beverages. Lift your napkin to your lips and dab the napkin on your lips.

**DON'T**

- Don't inspect and freshen makeup at the table during a business meal/appointment
- Don't begin eating before the host/hostess begins
- Don't use your napkin to blow your nose at the table. Go to the restroom
- Don't pick your teeth at the table with a fingernail. Don't walk out of a restaurant using a toothpick. Use toothpicks out of the public eye
- Don't "table hop" and interrupt others' conversations
- If a telephone conversation is unavoidable, make the call away from the table. Do not carry your mobile phone to the table unless it is critical to the business at hand
- Don't invite a superior to lunch or dinner. It is up to him or her to issue the invitation

***This information has been compiled from the following sources:***

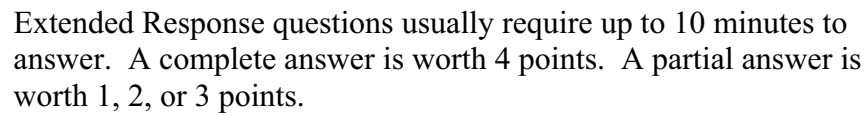
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***Where to Get More Information***

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## SCIENCE CONNECTION

<b>Title:</b>	Dining with Dignity
<b>Performance Tasks:</b>	02.02; 02.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	SC.F 1.4.7
<b>Essential Skills (e, m, and s):</b>	s45
<b>Rigor and Relevance (quadrant):</b>	A – Acquisition
<b>Instructions to Teacher:</b> Give students the following scenario (Instructions to Students). Allow for class discussion. Have students complete the FCAT Science/Extended Response question.	
<b>Instructions to Students:</b> You have been on the job for one month in your new financial career. You have just received notice that the annual business meeting for the company will be held at a nice restaurant in Orlando. You are seated at the table with the company president, regional manager, your immediate supervisor and a fellow co-worker. Go to <a href="http://www.etiquetteexpert.com/eti_quiz.htm">http://www.etiquetteexpert.com/eti_quiz.htm</a> and take the quiz to be sure that you are on track with proper business etiquette. After completing the quiz, complete the FCAT Science/Extended Response question.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> FCAT Science/Extended Response Rubric	
<b>Approximate Length of Time for Activity:</b> 1 hour	
<b>Materials Needed:</b> Pen	
<b>Resources Needed:</b> Computer lab with Internet access, Web site <a href="http://www.etiquetteexpert.com/eti_quiz.htm">http://www.etiquetteexpert.com/eti_quiz.htm</a>	
<b>Activity:</b> Students will take an online business etiquette quiz and answer an FCAT Science/Extended Response question.	
<b>Attachments:</b> FCAT Science/Extended Response Form and Rubric	



Give details to support your answer.

[illegible]

## RUBRIC - FCAT Science/Extended Response

Score	Description
4	<p>The response indicates that the student demonstrates a <b>thorough understanding</b> of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, used scientifically sound procedures, and provided clear and complete explanations and interpretations.</p> <p>The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.</p>
3	<p>The response indicates that the student demonstrates an <b>understanding</b> of the scientific concepts and/or procedures embodied in the task. The student's response to the task is essentially correct, but the scientific procedures, explanations, and/or interpretations provided are not thorough.</p> <p>The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying scientific concepts and/or procedures.</p>
2	<p>The response indicates that the student demonstrates only a <b>partial understanding</b> of the scientific concepts and/or procedures embodied in the task. Although the student may have arrived at an acceptable conclusion or provided an adequate interpretation of the task, the student's work lacks an essential understanding of the underlying scientific concepts and/or procedures.</p> <p>The response may contain errors related to misunderstanding important aspects of the task, misuse of scientific procedures/processes, or faulty interpretations of results.</p>
1	<p>The response indicates that the student demonstrates a <b>very limited understanding</b> of the scientific concepts and/or the procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete.</p> <p>The response exhibits many flaws or may be incomplete.</p>
0	<p>The response indicates that the student provides a <b>completely incorrect</b> solution or uninterpretable response, or no response at all.</p>

## CROSSWALKS

## Financial Computing

8815150

**Outcome # 02.0 DEMONSTRATE EFFECTIVE CUSTOMER SERVICE SKILLS-THE STUDENT WILL BE ABLE TO:**
**Performance Task# 02.01 Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.**

SSS Strand: Reading		Essential Work Skills	
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09 Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.
			e30 Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			e49 Read for main idea first and then read for detail.
SSS Strand: Writing		Essential Work Skills	
LA.B 1.4.2	H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12 Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			e14 Use editing and revising skills to improve effectiveness and accuracy of drafts.
			e27 Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			e54 Organize supporting detail in logical and convincing patterns.
LA.B 2.4.2	L	Organizes information using appropriate systems.	e12 Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
SSS Strand: Listening, Viewing and Speaking		Essential Work Skills	
LA.C 3.4.2	L	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	e59 Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			e69 Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
LA.C 3.4.3	L	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	e10 Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.

SSS Strand: Number Sense, Concepts and Operations			Essential Work Skills	
MA.A 1.4.1	H	Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	m19	Understand the definitions and properties of rational and irrational numbers.
			m60	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
			m61	Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
MA.A 1.4.3	H	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	m19	Understand the definitions and properties of rational and irrational numbers.
			m60	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
			m65	Know the standard form of a complex number is expressed as $a + bi$ where $a$ and $b$ are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.

## Performance Task# 02.02 Identify and evaluate customer needs.

SSS Strand: Reading			Essential Work Skills	
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.
			e30	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			e49	Read for main idea first and then read for detail.
SSS Strand: Writing			Essential Work Skills	
LA.B 1.4.2	H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			e14	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			e54	Organize supporting detail in logical and convincing patterns.



**LA.B 2.4.2 L** Organizes information using appropriate systems.

**e12** Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.

SSS Strand: Listening, Viewing and Speaking	Essential Work Skills
<b>LA.C 3.4.2 L</b> Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b> Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
	<b>e69</b> Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>LA.C 3.4.3 L</b> Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b> Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough , delivering information in a well organized fashion, and appealing to the needs of the target audience.

SSS Strand: Number Sense, Concepts and Operations	Essential Work Skills
<b>MA.A 1.4.1 H</b> Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	<b>m19</b> Understand the definitions and properties of rational and irrational numbers.
	<b>m60</b> Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
	<b>m61</b> Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
<b>MA.A 1.4.3 H</b> Understands concrete and symbolic representations of real and complex numbers in real-world situations.	<b>m19</b> Understand the definitions and properties of rational and irrational numbers.
	<b>m60</b> Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
	<b>m65</b> Know the standard form of a complex number is expressed as $a + bi$ where $a$ and $b$ are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.

**Performance Task# 02.03 Respond to client inquiries in a timely matter.**

SSS Strand: Reading	Essential Work Skills
<b>LA.A 1.4.3 L</b> Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b> Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.
	<b>e30</b> Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
	<b>e49</b> Read for main idea first and then read for detail.
SSS Strand: Writing	Essential Work Skills

<b>LA.B 1.4.2</b>	<b>H</b>	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			<b>e14</b>	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			<b>e54</b>	Organize supporting detail in logical and convincing patterns.
<b>LA.B 2.4.2</b>	<b>L</b>	Organizes information using appropriate systems.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.

SSS Strand: Listening, Viewing and Speaking			Essential Work Skills	
<b>LA.C 3.4.2</b>	<b>L</b>	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>LA.C 3.4.3</b>	<b>L</b>	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.

SSS Strand: Number Sense, Concepts and Operations			Essential Work Skills	
<b>MA.A 1.4.1</b>	<b>H</b>	Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
			<b>m60</b>	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
			<b>m61</b>	Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
<b>MA.A 1.4.3</b>	<b>H</b>	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
			<b>m60</b>	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
			<b>m65</b>	Know the standard form of a complex number is expressed as $a + bi$ where a and b are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.

**Performance Task# 02.04 Access and maintain client records.**

<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.
			<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b>	Read for main idea first and then read for detail.
<b>SSS Strand: Writing</b>			<b>Essential Work Skills</b>	
<b>LA.B 1.4.2</b>	<b>H</b>	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			<b>e14</b>	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			<b>e54</b>	Organize supporting detail in logical and convincing patterns.
<b>LA.B 2.4.2</b>	<b>L</b>	Organizes information using appropriate systems.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
<b>SSS Strand: Listening, Viewing and Speaking</b>			<b>Essential Work Skills</b>	
<b>LA.C 3.4.2</b>	<b>L</b>	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>LA.C 3.4.3</b>	<b>L</b>	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough , delivering information in a well organized fashion, and appealing to the needs of the target audience.
<b>SSS Strand: Number Sense, Concepts and Operations</b>			<b>Essential Work Skills</b>	
<b>MA.A 1.4.1</b>	<b>H</b>	Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
			<b>m60</b>	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.

MA.A 1.4.3	H	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	m61	Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
			m19	Understand the definitions and properties of rational and irrational numbers.
			m60	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
			m65	Know the standard form of a complex number is expressed as $a + bi$ where a and b are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.

**Outcome # 04.0 DEMONSTRATE PROFICIENCY IN USING MICROCOMPUTER AND ELECTRONIC SKILLS TO PERFORM JOB FUNCTIONS—THE STUDENT WILL BE ABLE TO:**

**Performance Task# 04.02 Utilize computer technology to access, analyze and interpret business information.**

SSS Strand: Reading			Essential Work Skills	
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.
			e30	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			e49	Read for main idea first and then read for detail.
SSS Strand: Writing			Essential Work Skills	
LA.B 1.4.2	H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			e14	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			e54	Organize supporting detail in logical and convincing patterns.
LA.B 2.4.2	L	Organizes information using appropriate systems.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.

SSS Strand: Listening, Viewing and Speaking			Essential Work Skills	
LA.C 3.4.2	L	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	e59	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			e69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
LA.C 3.4.3	L	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	e10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough , delivering information in a well organized fashion, and appealing to the needs of the target audience.
SSS Strand: Number Sense, Concepts and Operations			Essential Work Skills	
MA.A 1.4.1	H	Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	m19	Understand the definitions and properties of rational and irrational numbers.
			m60	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
			m61	Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
MA.A 1.4.3	H	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	m19	Understand the definitions and properties of rational and irrational numbers.
			m60	Understand the concept of the imaginary unit, i, and know how to simplify square roots involving a negative radicand.
			m65	Know the standard form of a complex number is expressed as $a + bi$ where a and b are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.
Total Number of Student Performance Standards being addressed in this project				5

- End of File -